

Prefixes, Suffixes and Root Words

Author: McKenzie McCall

Revision Date of Lesson Plan: 5/30/12

Overall Goal for the Lesson: The goal for this lesson is to provide students with an educational podcast about prefixes, suffixes and root words. This podcast will be available to students in the classroom and at home. After listening to the podcast, students will be asked to complete a worksheet that directly aligns with the topics covered in the podcast. The overall goal is that students will better understand and be able to utilize prefixes suffixes and root words.

Description of classroom, grade level, and students:

I will be working with a second grade class of 23 students. One of these students is 8 and has ADD and has difficulty focusing. Another one of these students is 8 and has dyslexia and needs additional time and help when working on assignments. Two of these students are gifted and talented and are able to work slightly ahead of the other students. One is 7 and one is 8. The rest are either 7 or 8 years old and generally fall within the appropriate grade skill level in Language Arts.

Student Objectives for the lesson. (Given a condition, the students will, to what level).

Given a variety of compound words, students will be able to identify the prefix, suffix or root word used in each word 10 out of 12 times.

Using given examples of prefixes and suffixes, students will create at least 4 correct words.

Given the definitions of the prefix or suffix, students will determine the meaning of the new-formed word 3 out of 4 times.

Length of Lesson: (minutes, number of class periods, or days or weeks needed).

Length of lesson will depend on how long the podcast is plus the allotted 15 to 20 minutes to complete the worksheet.

Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)

<i>Time</i>	<i>Student</i>	<i>Teacher</i>
10 minutes	Listen to podcast using iPod and headphones	Assist student in setting up the podcast
15-20 minutes	Using what they learned in the podcast, students will complete a worksheet where they will identify prefixes, suffixes and root words as well as create their own words.	Explain the worksheet and assist students if additional help is needed.

PASS Content Standards Addressed (Copy and Paste from:
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

2. Structural Analysis

a. Build and understand compound words, contractions, and base words using prefixes and suffixes.

Example: Example: Example: Example:

Compound words – straw + berry = strawberry contractions – I am = I'm prefixes – un + happy = unhappy suffixes – care + ful = careful

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

PASS Instructional Technology Standards (Copy and Paste from:
<http://sde.state.ok.us/Curriculum/PASS/default.html>)

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

a. Understand and use technology systems

b. Select and use applications effectively and productively

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).

Students will be assessed by their success or failure to complete the objectives. The teacher will determine if students have successfully identified and created their own words using prefixes, suffixes and root words. They will also be assessed on how well they were able to define the new words created using prefixes, suffixes. The teacher will also determine if the student demonstrated an understanding of how to use the technology appropriately. The student must demonstrate a willingness to learn with the technology provided.

Accommodations: How might the lesson need to be adapted for students with special needs?

This lesson could be an effective activity for students with ADD because they would be able focus directly on the podcast with the headphones. It would also be easier for students with dyslexia because they do not have to read the information. The worksheet may need to be altered for students with dyslexia because they may get confused on the order of the words. It may help to write all of the suffixes in a certain color, all of the prefixes in a different color and all of the base words in a certain color.

Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.

<i>Material</i>	<i>Use</i>
iPod	Used to listen to podcast
Headphones	Used to listen to podcast
Audacity Program	Used to create podcast
Prefix, Suffix and Root Worksheet	Used as an extension to podcast
Pencil	Used to complete worksheet